

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 25, 2009

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President
Dr. Ella P. Ward, Vice President
Dr. Thomas M. Brewster
Mrs. Isis M. Castro

Mr. David L. Johnson
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Eleanor B. Saslaw

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Emblidge asked Mr. Krupicka to lead in a moment of silence and Pledge of Allegiance.

RECOGNITIONS

A Resolution of Appreciation was presented to Mr. Andrew J. Rotherham for his outstanding service as a member of the Board of Education, 2005-2009.

The Board recognized Ms. Jean Bankos, senior advisor to the Governor for Education Projects, who is retiring.

The Board recognized students in the Master's of Education Program at Virginia Commonwealth University. The students were accompanied by Dr. Cheri Magill, assistant professor at Virginia Commonwealth University. Dr. Magill said the students are studying school law and will receive their Master's Degree this summer. The students are from various countries and are teaching in the United States for three years in Virginia, North Carolina and South Carolina.

APPROVAL OF MINUTES

Mrs. Saslaw made a motion to approve the minutes of the May 28, 2009, meeting of the Board. The motion was seconded by Dr. Ward and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. Alan Seibert	Patrick Salyer
Kitty Boitnott	Richard McCluney
Ken Bassett	Sarah Geddes
Meg Heubeck	Dr. M. Rick Turner
Glen Hoptman	Sarah Finley
James Batterson	Stephen Adkins
Daniel Edwards	Adisa Muse
Carolyn Weems	

ACTION/DISCUSSION ITEMS

Final Review of a Proposal Regarding Grade 3 History and Social Science Assessments and a Timeline for Revising Reading Assessments

Mrs. Shelley Loving-Ryder, assistant superintendent, division of student assessment and school management, presented this item. Mrs. Loving-Ryder said that the Standards of Quality (SOQ) provide authority for the Virginia Board of Education to prescribe assessments designed to measure the level of achievement of the Standards of Learning (SOL) by all students.

Mrs. Loving-Ryder said that at the May 2009 meeting the Board accepted for first review a proposal to eliminate the grade 3 history and social science assessment from the Virginia assessment program, which was later withdrawn by Dr. Wright.

Mrs. Loving-Ryder reviewed the following timeline for revising Grade 3 Reading Assessments:

Summer 2010	Content review committees review passages for the grade 3 reading test that are based on content from the K-3 history and social science SOL. Associated items focus on reading comprehension and vocabulary
Spring 2011	Passages and items are field tested
Summer 2011	Committees review passages and items that were field tested in spring 2011 as well as new passages and items scheduled for field testing in spring 2012

Spring 2012	Passages and items reviewed in summer 2011 are field tested
Summer 2012	Committees review passages and items that were field tested in spring 2012, new passages and items scheduled for field testing in spring 2013, and new test forms based on the 2010 curriculum framework
Spring 2013	Tests based on the 2010 curriculum framework are administered and new cut scores are set

Dr. Ward made a motion to accept the Superintendent of Public Instruction's recommendation, as amended, to authorize, with such funds as are made available for this purpose, the Department of Education to (a) proceed with the development of Grade 3 *History and Social Science Standards of Learning* assessments based on the revised 2008 *History and Social Science Standards of Learning* and Curriculum Framework and to administer the current Grade 3 assessment until the new tests are completed, and (b) proceed with the proposed timeline to include reading passages and associated items on the Grade 3 reading tests based on K-3 history and social science content standards and content in other SOL subject areas concurrent with the implementation of tests based on the revised English reading standards scheduled for adoption in 2010. The motion was seconded by Mrs. Saslaw and carried unanimously.

Following the vote, Mr. Johnson stated that he was concerned that throughout the public comments on this matter, there were comments implying that "what is not tested is not taught." Mr. Johnson stated emphatically that this statement is inaccurate and is not reflective of what actually happens in the classroom in the public school classroom. Dr. Wright added that the Board of Education and the Department of Education will seek ways to reduce the testing burden on our teachers, administrators and students but in a way that won't reduce accountability standards.

First Review of Proposed Economics and Personal Finance Standards of Learning

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that an understanding of economics and personal finance is important to young people as they learn to manage successfully their own time, money, and resources, and become informed citizens in a globally interdependent society.

Background:

- In 1999, the Board approved a personal living and finance course to meet one of the mathematics requirements for the Modified Standard Diploma, followed by developing *Objectives for Personal Living and Finance* on which the course must be based.
- In 2005, Section 22.1-200.03 of the *Code of Virginia* was amended to include a requirement that the Board of Education develop and approve objectives for economics education and financial literacy.

- On April 26, 2006, the Board adopted the economics and financial literacy objectives, which also contained a correlation of the objectives to the *Mathematics Standards of Learning*, the *History and Social Science Standards of Learning*, and the Career and Technical Education competencies.
- During the fall of 2008, as part of the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA), a new statewide graduation requirement in economics and personal finance was proposed for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas.
- On October 23, 2008, the Board of Education approved a proposal to develop Standards of Learning for a high school course in economics and personal finance.
- On February 19, 2009, the Board adopted the revised SOA, which included the economics and personal finance requirement for the diplomas noted above, effective with students entering the ninth grade in 2010-2011, and also continued to permit the use of a course in personal finance to satisfy a graduation requirement in mathematics for the Modified Standard Diploma.
- Following the approved timeline established for the development of the *Economics and Personal Finance Standards of Learning*, during the winter of 2009, staff at the Department of Education convened a team of educators, economics and finance experts, and other stakeholders to prepare a draft of the proposed high school standards. These proposed standards are based on concepts introduced in the disciplines of history and social science, finance, and accounting, thus resulting in principles important to both areas.
- The resulting standards address concepts and principles that are important to economics at the macro level, but also direct attention to understanding and skills that students need to be knowledgeable consumers in many areas of daily life, such as further education, career preparation, major purchases, credit and debt, and savings and investments. The proposed standards aim to provide enough direction to ensure that students are exposed to the many aspects of informed decision making they will need for future success, and to serve as a foundation for continued study of economics and finance.

Dr. Brewster asked staff to let schools have the flexibility of where the *Economics and Personal Finance Standards of Learning* will be placed in the curriculum and who can teach the course. Dr. Wallinger said that teachers in mathematics, history and social science, and certain Career and Technical Education (CTE) courses would be allowed to teach the course. Within CTE, the areas would be Business and Information Technology, Marketing, Family and Consumer Science and Agriculture.

Dr. Ward made a motion to accept for first review the proposed *Economics and Personal Finance Standards of Learning*. The motion was seconded by Dr. McLaughlin and carried unanimously.

First Review of a Request to Extend Approval of Alternative Accreditation Plans from Henrico County Public Schools for Mt. Vernon Middle School and New Bridge Middle School

Dr. Kathleen Smith, director of the office of school improvement, presented this item. Representing Henrico County Public Schools were: Dr. Jean Murray, assistant superintendent for instruction; Ms. Michelle Harrison, director of nontraditional programs; and Dr. Penney Blumenthal, director of research and planning.

Dr. Smith said that Henrico County Public Schools (HCPS) received approval by the Board of Education for a three-year extension for alternative accreditation plans for Mt. Vernon Middle School and New Bridge Middle School on September 27, 2006. Mt. Vernon and New Bridge Middle Schools serve students age 11 through 15 in grades 6-8 who are at least two years below grade level in reading and/or mathematics, who are over-aged, have been retained one or more years, who have been underserved when assigned to other appropriate services, and who are unlikely to make up academic deficits in a comprehensive middle school setting.

An Academic and Career Plan (ACP) is developed for each student attending Mt. Vernon and New Bridge Middle Schools. This plan is designed to address the specific academic and behavioral needs of the student and includes performance goals to support the transition to a comprehensive instructional setting. Each student is diagnostically pre-tested upon program entry in reading and mathematics using the Degrees of Reading Power (DRP), the Gates-McGinite, and the Algebra Readiness Diagnostic Test (ARDT) to assist in developing the Individual Student Improvement Plan (ISIP). Teachers assigned to Mt. Vernon and New Bridge Middle Schools are highly qualified to teach in their respective content areas. A waiver from 8 VAC 20-131-90 A-C is requested as foreign languages is not a part of the curriculum.

Mrs. Castro made a motion to waive first review and approve the request to extend approval of alternative accreditation plans for three years from Henrico County Public Schools for Mt. Vernon Middle School and New Bridge Middle School. The motion was seconded by Dr. Ward and carried unanimously.

**Alternative Accreditation Plan
Henrico County Public Schools
Mt. Vernon Middle School and New Bridge Middle School**

<i>Performance Objective</i>	<i>Performance measure</i>
<i>Core Achievement Objectives:</i>	
<i>1. The number of students in grades 6-8 passing SOL reading and writing tests by proficiency level.</i>	Weighted index of SOL test scores of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the reading SOL tests in grades 6-8 and the writing test at grade 8
<i>2. The number of students in grades 6-8 passing SOL mathematics tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL mathematics tests in grades 6-8
<i>Core Other Academic Indicators:</i>	
<i>3. The number of students in grade 8 passing the</i>	Weighted index of students enrolled for 2 academic years

<i>Algebra I SOL Assessment by proficiency level.</i>	(at least 4 semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I
<i>4. The number of students in grades 6-8 passing science SOL tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science
<i>5. The number of students in grades 6-8 passing history and social science SOL tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in and history and social science
Core Other Indicator Objectives:	
<i>6. Average daily attendance meets or exceeds 80 percent.</i>	Average Daily Attendance rates for students
<i>7. Increase percentage of students successfully transitioned into regular school setting.</i>	Successful transition shall be measured by a student transitioning to a regular school setting who passes all subjects/courses in the transition school during the first semester at that school
<i>8. Decrease number of grade 6-8 discipline referrals.</i>	Incident data for Mt. Vernon Middle School and New Bridge Middle School students
Optional Reach Objectives:	
<i>9. Increase the number of middle school students taking Algebra I.</i>	Number of students in grade 8 taking Algebra I increases annually
<i>10. Increase the number of parent volunteers.</i>	Number of parents assisting with school operations increases annually
<i>11. Increase the number of students participating in the Extended Day Programs.</i>	Number of students attending the Extended Day Programs increases annually

Annual Performance Targets

Language Arts/Reading and Writing	75%
Mathematics	70%

Alternative Accreditation Index Point System

Core Achievement Objectives:		
<i>1 and 2. Weighted index of students enrolled for 2 years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL assessments in reading, writing and mathematics.</i>		
SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500-600	Advanced	100
400-499	Proficient	90
375-399		70
Below 375		0
Core Other Academic Objectives: (9 points maximum)		
<i>3. Weighted index of students enrolled for 2 years (4 semesters) at the proficient and advanced levels on the Algebra I SOL Assessment.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	
<i>4. Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	
<i>5. Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in history and social science.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	
Core Other Indicator Objectives: (6 points maximum)		

6. Average daily attendance meets or exceeds 80 percent.	2 points
7. Increase the percentage of students successfully transitioned into regular school setting.	2 points
8. Decrease number of grades 6-8 discipline referrals.	2 points
Optional Reach Objectives: (3 points maximum)	
9. Increase the number of middle school students taking Algebra I.	1 point
10. Increase the number of parent volunteers.	1 point
11. Increase the number of students participating in the Extended Day Programs.	1 point

First Review of Proposed Guidelines for the Neighborhood Assistance Program for Education

This item was presented by Mr. Paul Raskopf, director, division of special education and student services. Mr. Raskopf said that effective July 1, 2009, the Neighborhood Assistance Act (§ 58.1-439) requires that the Virginia Department of Education will administer the distribution of tax credits to qualifying corporations and individuals for donations to nonprofit organizations implementing approved education programs. The Act allocates \$4.9 million for education proposals for approval by the Superintendent of Public Instruction.

The guidelines shall provide for the equitable allocation of the available amount of tax credits among the approved proposals submitted by neighborhood organizations. To be eligible for tax credits, 50 percent of the persons served by the organization must meet the definition of impoverished people as defined in § 58.1-439.18.

The proposed guidelines require that at least 50 percent of an approved organization's expenditures are for the purpose of providing scholastic instruction or scholastic assistance to impoverished people. The proposed guidelines outline the program's purpose, eligibility criteria for organizations, and procedures for submitting proposals and administration of tax credits.

Mrs. Castro made a motion to accept the proposed guidelines for first review. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of the Proposed Template for School Divisions to Display Budget Information (HB 2269)

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that HB 2269 passed by the 2009 General Assembly states the following: Every school board shall submit at least once each year the governing body or bodies appropriating funds to the school board a report of all its expenditures. Such report shall also be made available to the public either on the official school division Web site, if any, or in hard copy at the central school division office, on a template prescribed by the Board of Education.

Mrs. Wescott said that the patron of HB 2269, Delegate Poindexter, proposed a similar bill during the 2008 General Assembly. That bill was carried over to the 2009 General Assembly session and the chairman of the House Education Committee formally requested that the department develop a template for all school divisions to use to display expenditure information. In response to this request, the department developed and provided a template to the chairman and Delegate Poindexter prior to commencement of the 2009 General Assembly.

Mrs. Wescott said that the template is a spreadsheet containing information already reported in every school division's Annual School Report to the department. Department staff shared the proposed template with local school division representatives during the 2009 General Assembly.

Dr. Ward made a motion to waive first review and approve the template so that it can be distributed to local school divisions. Furthermore, the Board authorizes the Superintendent of Public Instruction to make minor modifications to this template, as may be necessary in the future, to conform to the format of the Annual School Report. The motion was seconded by Mrs. Saslaw and carried unanimously.

Staff will disseminate the template to local school divisions so that they can use the template to make the annual expenditure reports available to the public and post the reports on their Web sites.

First Review of Revisions to Criteria for the Virginia Index of Performance, Virginia's Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Dr. Jonas said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board of Education to establish guidelines for recognizing and rewarding school accountability performance.

Dr. Jonas said that in July 2007, the Board of Education established the Virginia Index of Performance (VIP) incentive program to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

VIP is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. Schools and school divisions are eligible for VIP awards by meeting applicable federal and state achievement benchmarks (school accreditation and currently adequate yearly progress or AYP) for two consecutive years.

The VIP achievement measure is calculated using weighted student scores on Standards of Learning assessments. In the calculation, scores are weighted according to the

achievement levels of basic, proficient, and advanced with the advanced level having the highest weight. The VIP score is determined by aggregating student scores in all of the content areas and adding up to five additional VIP points to the achievement measure. The additional VIP points may be earned when a school or division meets the following performance objectives established for the program or exceeds state goals in the target areas:

- Increase the percentage of third graders reading on grade level (95% state goal);
- Increase the percentage of students enrolled in Algebra I by grade 8 (45% state goal);
- Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses (25% state goal);
- Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment (15,000 state goal);
- Increase the percentage of high school graduates earning an Advanced Studies Diploma (57% state goal);
- Increase the percentage of students who receive a high school diploma recognized by the Board of Education (80% state interim target);
- Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (divisions only; 100% state goal);
- Increase the percent of at-risk four-year-olds who are being served by the Virginia Preschool Initiative (VPI; divisions only; 100% state goal);
- Increase the percentage of students in each student subgroup achieving at higher levels of proficiency on state assessments;
- Increase the percentage of students maintaining literacy proficiency throughout their adolescent years (95% state goal);
- Increase the percentage of schools offering foreign language instruction in the elementary grades; and
- Increase participation in the Governor’s Nutrition and Physical Activity Scorecard Awards Program.

Number of schools and school divisions earning VIP awards:

Award year	Governor’s Awards for Educational Excellence		Board of Education Awards					
			Excellence		Competence to Excellence		Rising Star	
	Schools	Divisions	Schools	Divisions	Schools	Divisions	Schools	Divisions
2008-2009	162	0	544	24	276	10	2	0
2007-2008	89	0	475	19	322	25	N/A	N/A

N/A: Not applicable. Rising star awards were not available in the first year of the program.

The primary objectives for the proposed revisions to the VIP award program were the following:

1. The minimum eligibility criteria for VIP awards would remain the same as current requirements. That is, to be eligible for VIP, schools would have to be fully accredited and make AYP for two consecutive years; school divisions would have to make AYP for two consecutive years.
2. Retain incentives for schools to:
 - a. Have more students increase their proficiency levels over time (e.g., move from proficient to advanced proficient); and

- b. Achieve as many of the “additional indicators” as possible for their school level.
3. Enhance the incentives for students to earn high achievement levels in each academic content area (English/reading, mathematics, science, and history and social sciences).
4. Incorporate new cohort report data into VIP criteria.

Dr. Ward made a motion to accept for first review the proposed updates to the VIP program. The motion was seconded by Dr. McLaughlin and carried unanimously.

First Review of Pupil Transportation Specifications for School Buses

Mr. Kent Dickey, assistant superintendent for finance, presented this item. Mr. Dickey said that the *Regulations Governing Pupil Transportation*, as approved in January 2004, deleted the sections that detailed the technical specifications for school buses and made them a separate document that requires periodic approval by the Board of Education. This permits the specifications to be refreshed more frequently to recognize new or emerging technology.

Mr. Dickey said that the proposed changes were developed in consultation with the Department’s Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state. None of the changes represent significant deviations from standard industry practices. All of the recommended specifications comply with the safety requirements of the National Highway Traffic Safety Administration.

The primary recommendation of the Specifications Committee in these proposed revisions is a recommendation to eliminate hydraulic disc brakes as an option on 65-passenger conventional buses due to safety and performance considerations.

Dr. Ward made a motion to accept the proposed school bus specifications for first review. Dr. McLaughlin seconded the motion and carried unanimously.

DISCUSSION OF CURRENT ISSUES

Dr. Ward announced that Dr. Emblidge has been appointed vice chair of the Southern Regional Board of Education (SREB). Board members congratulated Dr. Emblidge.

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mr. Krupicka, Dr. McLaughlin, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 11:16 a.m.

President